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First Season in GOLD is “Baseline” Season

Regardless of when a child begins attending preschool or receiving special education services, his/her first season of data in GOLD is considered the baseline season. This first set of observations and documentation show us where a child is along the continuum of development before any instruction and intervention has been provided. For children that have been evaluated for special needs, information from formal evaluation reports can be used as documentation and should be entered as soon as possible into GOLD. In an attempt to collect baseline information and subsequently show the greatest amount of progress, ratings for a child’s first season in GOLD should be based on the earliest observations and information available.

Revised Spring Checkpoint Date

The Spring checkpoint date has been revised to enable programs to continue using GOLD in the summer. **Use of the Summer Season in GOLD is optional.**

Season	Date to begin collecting observations and entering documentation in GOLD Online	Checkpoint Date (Date by which teachers must finalize ratings for all areas in GOLD Online)
SPRING	February 13	May 31st
SUMMER (OPTIONAL)	June 1st	July 31st

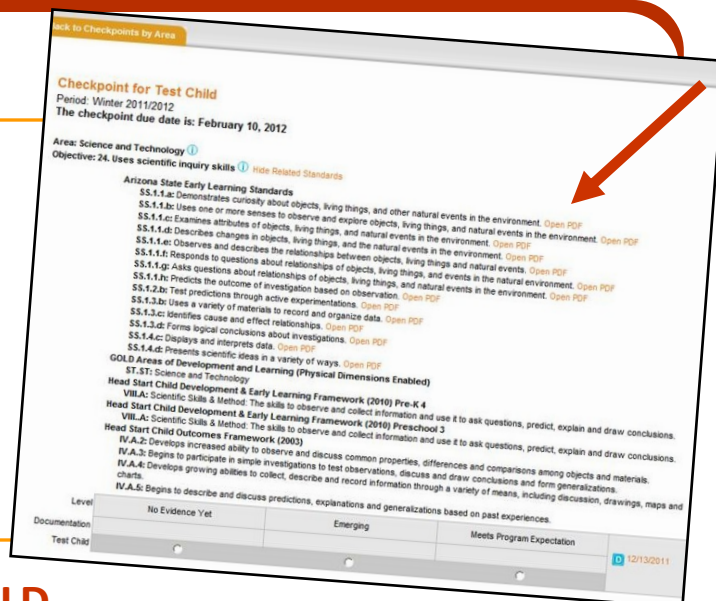
Checkpoint dates are also visible under the Checkpoint tab in GOLD online.

Want to know more about the data Arizona submits to the federal Office of Special Education Programs (OSEP)? In this family-friendly video, *Child Outcomes Step by Step* describes the three child outcomes adopted by the OSEP and reported on by all state early intervention (Part C) and preschool special education (Part B/619) programs as part of their Annual Performance Report (APR). **[Click HERE to watch this 8 minute video online!](#)**

Edelman, L. (Producer). (2011). Child Outcomes Step By Step (Video). Published collaboratively by Results Matter, Colorado Department of Education; Desired Results access Project, Napa County Office of Education; and Early Childhood Outcomes Center.

Arizona Early Learning Standards Now Viewable in GOLD Content Areas

Since the content areas of Science and Technology, Social Studies and the Arts do not have color-banded progressions, indicators and examples of typical development shown in GOLD online, we have added links to the related Arizona ELS, indicators and examples. These links can be used to support teachers in the process of evaluating their documentation and choosing ratings. The links are located in the Checkpoint tab within the Content Areas through Teacher access.



Verifying Child Information in GOLD

The purpose of a SAIS (Student Accountability Information System) Identification number is to serve as the single piece of information which is completely unique to each child. Currently, many programs in GOLD have entered single digits or district-generated student ID numbers in the place of a SAIS ID number. In order to collect and track data over time for each child in Arizona, it is crucial that SAIS ID numbers be entered accurately in GOLD. **District Administrators and Teachers, please verify that every child you serve has a SAIS ID number and that it has been entered in GOLD correctly.** If you need assistance in getting SAIS ID numbers generated for non-special education students, please contact the ADE Support Center at ADESupport@azed.gov. **NOTE: A method for providing children in non-district programs with SAIS ID numbers is currently being developed. Stay tuned!**



- **Next Checkpoint Date: February 10th.**
- **If a child is newly-enrolled in your program, request the child's GOLD portfolio be transferred to your program: [Click Here for Request form.](#)**
- **Register for initial teacher and follow-up administrator GOLD trainings in April and August: [Click Here for Registration.](#)**

Share Your Resources in the GOLD Treasure Chest!

Please help us **share the wealth of expertise and effort in your program** with the entire state! If your district/program has developed resources, strategies, tools, policies and procedures, forms, etc. to support the use of GOLD, please send them in the form of Word documents or PDFs to holly.ford@azed.gov. We will post these submissions on the ADE Early Childhood Education webpage. If desired, please include the name of the district/staff person that created the resource. **The first 50 districts** that submit a resource to share online will receive a professional development workbook and DVD **Observation: The Key to Responsive Teaching** from Teaching Strategies.

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